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EVALUATION OF ABLE HIGH SCHOOL SENIORS PROGRAM, COLLEGE OF SAN MATEO, SUMMER 1963.

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THE OBJECTIVE OF THIS STUDY WAS TO EVALUATE THE EFFECTIVENESS OF AN EXPERIMENTAL PROGRAM FOR ACADEMICALLY ABLE HIGH SCHOOL STUDENTS ENROLLED IN THE COLLEGE DURING THE SUMMER SESSION BETWEEN THEIR JUNIOR AND SENIOR YEARS. A QUESTIONNAIRE GIVEN TO 40 STUDENTS SHOWED A VERY FAVORABLE REACTION TO THE PROGRAM. STUDENTS FOUND IT BENEFICIAL IN ORIENTATION TO COLLEGE, IN GAINING TIME BY TAKING COLLEGE COURSES EARLY, AND IN INCREASING RESPONSIBILITY AND CHALLENGE. THE FACULTY RESPONDED FAVORABLY TO A QUESTIONNAIRE AND INDICATED THAT THESE ABLE HIGH SCHOOL STUDENTS COMPETED EFFECTIVELY IN COLLEGE FRESHMAN CLASSES, WITH 95 PERCENT RECEIVING GRADES OF "C" OR BETTER. BOTH STUDENTS AND FACULTY AGREED THAT THE PROGRAM SHOULD BE CONTINUED AND EXPANDED. SAMPLE QUESTIONNAIRES WERE INCLUDED. (DE)

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EVALUATION OF ABLE HIGH SCHOOL SENIORS PROGRAM
COLLEGE OF SAN MATEO
SUMMER 1963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of Research and Planning
College of San Mateo
December 1963

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EVALUATION OF ABLE HIGH SCHOOL SENIORS PROGRAM
SUMMER 1963

Introduction

Since its founding College of San Mateo has emphasized the importance of recognizing individual differences and adapting educational experiences to meet differing needs. In the implementation of this philosophy the College has cooperated with high schools in its district in organizing advanced placement programs for high school seniors. The success of these programs led to the belief that a further downward extension of college instruction would be feasible. Through cooperation with high schools in San Mateo County, the College established an experimental program for academically able high school students at the conclusion of their junior year. The program was referred to as the Able High School Seniors program since the instruction was offered to the high school students during the summer session between their junior and senior years. The basic elements of the program were outlined in a memorandum to high school juniors, which read as follows:

> The College of San Mateo believes that superior high school students can profit from freshmen work at the college level. It therefore will welcome to its summer session high school students who will begin their senior year in the fall. The student may view the program either as a means of beginning general education requirements or as an enrichment program offering him an opportunity to take courses he might not otherwise take. The courses which a high school senior takes in college summer session must not be repeated in the senior year of high school and may not be counted toward high school graduation. His credits will however be counted as college units at the College of San Mateo or any other college or university.

Objective of This Research

The objective of this research was to evaluate the effectiveness of the able high school senior program conducted at College of San Mateo in the 1963 summer session.

Sources of Information

1. The Office of the Coordinator of Admissions and Registration at College of San Mateo provided basic information for this evaluation, such as names of students, high schools of origin, courses in which enrolled, and grades in courses.

2. A questionnaire was developed by the Office of Research and Planning for the purpose of gathering the evaluations of students enrolled in the program. A copy of this questionnaire is included as Appendix A. The questionnaire was distributed either in person or by mail to the forty students completing the program. Of this number, 38 questionnaires were completed and returned.

3. A second questionnaire was constructed by the Office of Research and Planning for completion by faculty members engaged in the program. This questionnaire was distributed to eleven CSM teachers. The return was 100 percent.[1/] A copy of this questionnaire is presented as Appendix B.

Findings

1. A total of 41 students identified by the high schools as very able were admitted to the program. Of this number 40 completed the program. Girls outnumbered boys by four to one, 32 girls and 8 boys completing the program. The person who dropped also was a girl. Sixteen high schools were represented in the program and ranged in enrollment from one student from each of eight high schools to ten students from Mercy High School. For detail on the distribution of enrollees by high school and sex, please refer to Table I.

1/ As indicated later, 14 instructors were involved in the program. Three were missed inadvertently. One was teaching a spinoff of an overloaded class and was not the teacher of record at registration; one was teaching a class not officially part of the program at the outset, though it was learned later a high school senior had enrolled in it (and incidentally had received a B in the course); one instructor had "headed for the hills" and was unavailable at the time the questionnaire was distributed.

2. As shown in Table II, the 40 students who completed the program were enrolled in 13 different courses under 14 instructors. Since 11 students took two courses each, the total number of class enrollments was 51. The number of enrollments by course ranged from one student in each of five courses to 11 students in History 17A, American History.

3. The reaction of the high school students enrolled in the program was very favorable. On their questionnaire they were asked the question, "What is your general reaction to the CSM program for able high school seniors?" Of the 38 respondents, 22 rated the program as excellent, 2 as very good, 11 as good, and 3 as adequate. None characterized the program as fair or poor. In other words, 57.9 percent rated the program as excellent, and 92.1 percent rated it as good or better. (Table III)

4. The enrollees stated that the greatest strengths of the program were the following, shown in rank order of frequency of response: orientation to college, gain in time by taking college courses early, increased responsibility and challenge, variety of offering, acceptance as part of CSM, further study in fields of interest, and association with mature people. Orientation to college, with 23 responses, and gain in time by taking college courses early, with 14 responses, were identified as strengths by a substantially larger number of students than were the other factors. For more complete information, see Table IV.

5. Most of the student suggestions for improvement in the program related to opening enrollment in a greater number of courses to the high school students. When asked whether there were aspects of the program considered to be in need of improvement, almost half the respondents, or 18 students, replied in the negative. Of the 20 responding affirmatively, 11 stated more courses should be opened to the high school seniors. Other factors were identified by only one or two students. Indicated by two students were the following: communicate information on program to high school students more effectively, provide depth in courses also taught in high school, don't identify high school students. (Table V)

6. The faculty members in whose classes the high school students were enrolled were enthusiastic about the program. These faculty members were asked, "What is your general evaluation of the able high school seniors program?" Of the 11 faculty respondents, 10 rated the program excellent, one good. (Table VI)

7. The responses of faculty clearly indicate that the able high school seniors were able to compete effectively in college freshman classes. Faculty were asked the question, "How well has the high school student (or students) in your class achieved in relation to the rest of the class?" In response to this question, seven of the 11 faculty members rated their high school seniors in the top 20 percent of the class, three in the second 20 percent of the class, and one in the middle 20 percent of the class. No instructor rated his high school seniors as a whole below the middle 20 percent of his class, though individually three students were ranked in the fourth 20 percent and one in the bottom 20 percent. For further detail, please refer to Table VII.

On the question, "Were any problems encountered in having this student (or these students) in your class?", all instructors responded in the negative.

8. The final grades faculty gave to the high school seniors were further indicative of the faculty's enthusiasm for the program. Of the 51 grades, 14, or 27.5 percent, were A; 23, or 45.1 percent, were B; 11, or 21.6 percent, were C; two, or 3.9 percent, were D. There was one W, a withdrawal by a girl initially taking two courses. In other words, almost three-quarters of the grades were B or better, and almost 95 percent of the grades were C or better. (Table VIII)

On the average, the eight boys received better grades than the 32 girls. Of the nine grades received by the boys, six were A and three were B. It is possible that a selective factor was operating in favor of boys and that the distribution of grades by sex might have been more nearly equal had the number of boys been as large as the number of girls.

9. When asked, "Do you have any suggestions for the improvement of the program?", seven of the 11 faculty respondents answered in the negative, four in the affirmative.

In response to three open-ended questions, eight faculty members commented. The essence of the majority of these comments was that the program was an excellent one and that it should be continued and expanded next summer.

Though technically not tabular material, the verbatim comments on the three open-ended questions are presented and for purposes of identification referred to as Tables IX, X, and XI.

Conclusions

1. The able high school senior program in the 1963 summer session was an excellent one. The evaluations of the high school students themselves and the faculty in whose classes they were enrolled support this conclusion.

2. Able high school seniors can compete effectively in college freshman classes without creating any problems for the instructor or other students.

3. Serious consideration should be given to continuing and expanding the program next summer.

4. An earlier start on the planning of the program for next summer and more effective communication to possible enrollees concerning the program appear to be indicated.

Table I

DISTRIBUTION OF ABLE SENIORS BY HIGH SCHOOL AND SEX
SUMMER 1963

High School	Male	Female	Total
Aragon	0	1	1
Burlingame	0	1	1
Capuchino	0	3	3
Carlmont	0	1	1
El Camino	0	1	1
Half Moon Bay	0	1	1
Hillsdale	4	0	4
Mercy	0	10	10
Mills	0	4	4
Ravenswood	0	1	1
San Carlos	1	2	3
San Mateo	0	1	1
Sequoia	1	2	3
Serra	2	0	2
South San Francisco	0	3	3
Westmoor	0	1	1
TOTAL	8	32	40

Table II

COURSE ENROLLMENTS AND INSTRUCTORS
ABLE HIGH SCHOOL SENIOR PROGRAM
SUMMER 1963

Course	Instructor	Male	Female	Total
History 17a, American History	Clark, Haight, Hayden	1	10	11
Anthropology 2, Physical Anthropology	Curren	2	5	7
Chemistry 1a, General Chemistry	Clinkscales	5	1	6
History 4b, Western Civilization	Haight	0	6	6
Art 10, Introduction to the Arts	Prochaska	0	5	5
Speech 1a, Fundamentals of Speech	Olson	1	4	5
Psychology 1a, General Psychology	Michiels	0	4	4
English 1a, Composition and Reading	Alexandre	0	2	2
Biology 1a, General Biology	Monroe	0	1	1
Business Administration 1a, Accounting	Woods	0	1	1
Chemistry 51, Elementary Chemistry	DeGregorio	0	1	1
Geography 5a, World Geography	Weintraub	0	1	1
Physical Education 1, Golf	Giffin	0	1	1
Total		9	42	51

Table III

EVALUATION BY HIGH SCHOOL ENROLLEES
ABLE HIGH SCHOOL SENIOR PROGRAM
SUMMER 1963

Rating	Male	Female	Total
Excellent	5	17	22
Good	3	10	13*
Adequate	0	3	3
Fair	0	0	0
Poor	0	0	0
TOTAL	8	30	38

* Two respondents wrote in "very good."

Table IV

STUDENT VIEWS OF PROGRAM'S GREATEST STRENGTHS
SUMMER 1963

Response	Male N = 8	Female N = 30	Total N = 38
Orientation to College	7	16	23
Gain in Time By Taking College Courses Early	4	10	14
Increased Responsibility and Challenge	2	5	7
Variety of Offering	1	6	7
Acceptance as Part of CSM	0	6	6
Further Study in Fields of Interest	3	3	6
Association with Mature People	2	3	5
Elimination of fears of college; proving oneself in college environment	1	3	4
Orientation Day	0	3	3
Informality	0	2	2
Wonderful Professors	1	1	2
Meeting students from other colleges. Meeting interesting people	0	2	2

One response from a male on each of the following: Basis for "admissions and scholarship people" to evaluate competence; useful summer activity; opportunity to compete with college students; work and academic freedom.

One response from a female on each of the following: More time for study; freedom in dress; opportunity to take more than one course; having a male teacher; coeducational environment.

Table V

STUDENT SUGGESTIONS FOR IMPROVEMENT IN PROGRAM
SUMMER 1963

Response	Male N = 8	Female N = 30	Total N = 38
No suggestion for improvement	3	15	18
More courses open to seniors	3	8	11
Communicate information on program to high school students more effectively	0	2	2
Provide greater depth in courses also taught in high school, to improve challenge	2	0	2
Don't identify high school students	0	2	2

One response from a male on each of the following: Extend to very able high school juniors; hours of class too early.

One response from a female on each of the following: Courses for high school students during the year; more opportunity for group participation; more mature discipline; not so much personal opinion from instructors; some student social activities.

Table VI

FACULTY GENERAL EVALUATION
OF ABLE HIGH SCHOOL SENIORS PROGRAM
SUMMER 1963

Rating	Instructors Responding
Excellent	10
Good	1
Adequate	0
Fair	0
Poor	0
No Opinion	0
TOTAL	11

Table VII

FACULTY ESTIMATE OF ACHIEVEMENT
OF ABLE HIGH SCHOOL SENIORS
IN RELATION TO REST OF CLASS
SUMMER 1963

Rating	Instructors Responding[1/]
Top 20 percent	7
Second 20 percent	3
Middle 20 percent	1
Fourth 20 percent	0
Bottom 20 percent	0

1/ The three instructors giving multiple responses were classed according to their median response. Clinkscales rated four students in top 20 percent, one in second 20 percent, one in bottom 20 percent. Curren ranked six in top 20 percent, two in fourth 20 percent. Haight rated two in top 20 percent, five in second 20 percent, and one in fourth 20 percent.

Table VIII

DISTRIBUTION OF GRADES
OF ABLE HIGH SCHOOL SENIORS
SUMMER 1963

Grade	Male	Female	Total
A (A,A-)	6	8	14
B (B+,B,B-)	3	20	23
C (C+,C,C-)	0	11	11
D (D+,D)	0	2	2
W	0	1	1
TOTAL	9	42	51

Table IX

Question: Do you have suggestions for the improvement of the program? If yes, please explain, being as specific as possible.

Clinkscales answered no, but commented as follows:

> It would be wonderful if some of these students would decide to attend CSM when the freshman year rolls around.

Curren

> I would like to see this program continued and expanded. If possible we should allow this type of high school student to take courses during the regular term. Instructors who will be giving classes in the program might go out and meet with the students and describe their courses and answer questions.

Haight

> Really only one. My students in general did very well, but the one "D" student was so obviously misplaced that the method of selection at her high school might be investigated.

Michiels

> (a) Circulate a similar evaluation sheet among the students. [Editor's note: we did.]
>
> (b) I would guess that their most frequent reply would be in the area of "now I am less anxious", "I know what to expect" (and what not to expect). In this manner, I see the high school seniors on the college campus as a pre-stressing experience to relieve anxiety and confront the reality of studying as work.

Monroe

> This program should be expanded and be offered to more good students. By this I mean that these students should be allowed to take any course which will lead to a college degree. Also I think that more of these good students should be invited to participate in this program.

Table X

Question: If you have other ideas or views regarding the program which would be helpful, we shall appreciate your commenting below.

Alexandre

There is no doubt in my mind that the young people participating in the Able High School Seniors program were impressed with the CSM curriculum and faculty.

The good will we created among this group more than compensates for the extra effort put forth by those involved.

Not only should we continue the program, but, if the students are available, it should be enlarged.

Curren

These students acted just like the other students in the class. Everything possible should be done to make it easy for such students to come to CSM. They should not be thought of as special in any way.

Haight

It was a good program. No trouble at all to me as a teacher, and the students were certainly helped in their own self-evaluation and self-direction after high school.

Michiels

In the Psych 1A course, student's grades were directly related to their scores on weekly objective quizzes based upon the text. Had the course been organized differently, e.g. projects, term papers, panel discussions, etc., they may have had a more difficult time competing with the age group in which they found themselves.

Inasmuch as Psychology is not normally taught in high school, I would prefer to have a class at SS entirely made up of senior high school pupils and then gear it to their interest and maturity level. I think it would be most helpful to the students in educational and vocational planning, as well as assist in their ego identity process. Both would be preventive measures in terms of the drop-out rate of first year college students.

Table X (Cont.)

Prochaska

What was basis of selection?

A range of ability among those in my class--no problem, just curious.

Weintraub

On a whole I and others I have talked to believe the program has been highly successful. It has enable CSM teachers to contact high school students in a way heretofore impossible. This earlier contact will result in a substantial increase in the number of high quality students attending CSM. It may be the first breakthrough in a system where student prejudice against the college is well established. These high school seniors will spread the word to fellow students high and low on the ladder. CSM will gain the reputation of being a "tough" school and those students desiring an educational challenge will enroll in increasing numbers.

Other tangible and intangible benefits have resulted as well. Word will filter to all corners of the high school system that CSM is a quality school, and this will result in favorable reaction on the part of our professional colleagues many of whom have painted a rather distorted picture of the college. This program may also make it possible for CSM teachers to contact groups of high school teachers personally and explain their methods of instruction or help institute new programs in their specialty. I will have this opportunity next fall as a result of one high school teacher taking my course last summer.

In short, I believe the program has been a substantial boost to the school and I would recommend that next year the course offerings be expanded and more students brought into the program.

Table XI

Question: What is your general evaluation of the Able High School Seniors Program? [Editor's note: See Table VI.] If you desire to elaborate, please use space below.

Clinkscales

I have enjoyed having these students in my class. I have found the experience stimulating and I hope the students have also been stimulated. As I pointed out earlier, it is my hope that we will see some of these capable individuals again.

Michiels

For the purposes of tallying these responses for a report "Good" is checked above. If I knew what the objectives of the program were, I could more accurately evaluate how well we achieved those objectives.

I will plea that among those objectives are the following:

1. To provide an introduction to college routine and expectations.

2. To pre-stress the student to organizing study and play time.

3. To contribute to a diversification of their skills and knowledge.

4. To contribute to their questions about "who am I?" "where am I going? "why?"

5. To be confronted with opinions, ideas of a different maturity level as well as to have an opportunity to expose their own.

I would hope that we do not run the program for (1) speeding the learner thru the curriculum to finish faster, (2) the esteem needs of the chosen "I've been there."

I would hope we seek the underachieving as well as achieving seniors.

I am concerned with the high drop-out and high push-out rate. Prevention would include an attack on the problem of motivation or lack of motivation for college. This is related to ego identity, from where I sit. This is part of Psychology 1A as I see it.

The pre-college experience could provide an opportunity for the students to have a taste before making a commitment. The disastrous impact of "failure" to themselves and their parents would be averted.

Prochaska

Good for the students--they say so. And good for the college.

Appendix A

COLLEGE OF SAN MATEO

EVALUATION OF ABLE HIGH SCHOOL SENIORS PROGRAM

College of San Mateo is very much interested in the program in which you have participated this summer. We should like to know your reaction to your experience. Your completion of this questionnaire will be an important part of the evaluation of the program. Thank you for your assistance.

Responses are strictly confidential. No signature is required.

---

1. Please check: Male _____ Female _____

2. High School: _____

3. Course(s) in which enrolled at CSM this summer: _____

_____

4. What is your general reaction to the CSM program for able high school seniors? (please check):

_____ Excellent

_____ Good

_____ Adequate

_____ Fair

_____ Poor

5. What are the aspects of the program you consider its greatest strengths? Do not necessarily limit your comments to three aspects. Use the back of this page if you so desire.

a. Aspect_____

Why I believe so:

b. Aspect_____

Why I believe so:

c. Aspect_____

Why I believe so:

6. Are there aspects of the program you consider to be in need of improvement?

Yes _____ No _____

If yes, please indicate them below. Do not necessarily limit your comments to three aspects. Use the back of this page if you so desire.

a. Aspect_____

Why I believe so:

b. Aspect_____

Why I believe so:

c. Aspect_____

Why I believe so:

7. General Comments. In the space below, please write out any opinions or ideas that you believe will be helpful to the College. Please be as specific as possible.

Appendix B

COLLEGE OF SAN MATEO

ABLE HIGH SCHOOL SENIORS PROGRAM FACULTY QUESTIONNAIRE

In the near future Dr. Bortolazzo plans to report to the Board of Trustees on the CSM Able High School Seniors Program. Since one or more of these students have been enrolled in a class of yours, we are interested in your views as part of the evaluation of the program. Attached is the list of high school seniors enrolled at CSM in this program this summer.

Please complete this questionnaire and return it to the Office of Research and Planning as soon as possible. As a participant, you will receive a copy of the report.

---

1. How well has the high school student (or students) in your class achieved in relation to the rest of the class?

_____ Top 20 percent

_____ Second 20 percent

_____ Middle 20 percent

_____ Fourth 20 percent

_____ Bottom 20 percent

2. Were any problems encountered in having this student (or these students) in your class? _____Yes _____No. If yes, please explain, being as specific as possible. Use back of page if needed.

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3. Do you have suggestions for the improvement of the program? _____Yes ____No
If yes, please explain, being as specific as possible. Use back of page if needed.

4. If you have other ideas or views regarding the program which would be helpful, we shall appreciate your commenting below. Use back of page if needed.]

5. What is your general evaluation of the Able High School Seniors Program?

_____	Excellent	_____	Fair
_____	Good	_____	Poor
_____	Adequate	_____	No Opinion

If you desire to elaborate, please use the space below.

Signed _____

AHSS-FQ[7-63]